EDUCATION AND VALUES IN THE 21st CENTURY

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SUMMARY

The theme that this study proposed to develop was education and values   in the 21st century. It is known that education over the centuries was passed in different ways. In the 21st century, education has had a great influence from technology, therefore, educational curricula need to change so that the student's teaching-learning becomes meaningful within this technological perspective. With the advent of technology, values   that were previously used also began to be lost, causing the educator to bring the importance of these values   to the school context. Social values   and their implementation in the school environment were discussed in terms of both global and national perspectives, as well as structural and functional aspects were elaborated in this study. Understanding and explaining the extremely complex nature of values   in national and global settings and rationalizing them in a healthy way is the most important condition for building a peaceful society and world. The objective of this study was to analyze education and values   in the 21st century. The methodology used was literature review. The study concluded that technology has several possibilities to assist teaching-learning in the 21st century, but it is extremely important that the educator has the ability to know how to use technology and even if the information is changeable at all times, it is essential that the values human beings are added to the educational process.

Key words: Education. Values. Contemporary.

ABSTRACT

The theme that this study set out to develop was education and values   in the 21st century. It is known that education over the centuries has been passed in different ways. In the 21st century, education had a great influence on technology, so educational curricula need to be modified so that the student's teaching-learning becomes significant within this technological perspective. with the advent of technology also began to lose values   that were previously employed, causing the educator to bring the importance of these values   to the school context. The social values   and their implementation in the school environment were discussed in terms of both global and national perspectives, as well as the structural and functional aspects were elaborated in this study. Understanding and explaining the extremely complex nature of values   in national and global settings and rationalizing them in a healthy way is the most important condition for building a peaceful society and the world. The purpose of this study was to analyze education and values   in the 21st century. The methodology used was the literature review. The study concluded that technology has several possibilities to aid teaching-learning in the 21st century, but it is extremely important that the educator can know how to use technology and that even if information is always changeable, it is essential that the values   in the educational process.

Keywords: Education. Values. Contemporary.

1. INTRODUCTION

The theme that this study will develop is "Education and values   in the 21st centuries". With the arrival of the new century, technology became more evident and values   became outdated. Technology began to dominate the educational environment and curricula began to be modified to meet the real needs of students in the 21st century.

The goal of education in the 21st century is the mastery of information, embodied knowledge and understanding, and the advanced use of technology in society. It must also allow students to master the learning process, engage with their curriculum, own and direct their learning in an individual and flexible way (AMARAL, 2009).

The goal of education should be to provide complex learning environments for the student that incorporate authentic learning, assessment, and personal development. This will allow students to solve the types of complex problems they will face in real life. Without disregarding the social nature of learning, a learning task or task that will provide social negotiation, engagement and learning is a great tool (HENRIQUES, 2000).

Learning is a cultural exchange between group members. Collaboration creates an opportunity for students to share their understandings with others and have others do the same with them. This provides multiple perspectives for each student and this process of negotiation between peers to improve understanding (BONOTTO, 2008).

In addition to these teaching approaches, it is necessary for the student to care about others, building values   and principles that make up the human being. Bringing humanistic issues into the classroom brings to light values   that end up being forgotten.

Values   add knowledge, if the student receives values   in the construction of their knowledge, they will become a critical citizen with the conscience to act in the best way with others.

Ethical principles that involve society are being lost because of the speed of information exchange, so this study tries to show the importance that such principles have in society in the 21st century.

In view of this, this study is justified because it can provide pertinent information about the topic proposed here. It is also justified by showing future professionals in the field that

values must be highlighted and transmitted to students of the so-called generation Z. Finally, this study is justified by showing the need for the evolution of educational curricula.

The general objective of this study is to analyze education and values in the 21st century. To develop the proposed theme, the following specific objectives were developed: a) discuss the profile of the 21st century student; and b) highlight the human values of this century.

2 METHODOLOGY

For the development of this study, the descriptive method will be adopted, with a qualitative approach. The study will be carried out through literature review research. For Lakatos and Marconi (2007), this type of research is defined as the survey, selection and documentation of all bibliography that has already been published on the topic, and allows the researcher to come into contact with these materials and deepen knowledge on the subject.

The search was carried out in databases of Latin American and Caribbean Literature in Health Sciences (LILACS), Scientific Electronic Library Online (SCIELO), monographs, dissertations, scientific articles

The inclusion criteria for studies for the bibliographic survey will be complete texts, in Portuguese, with free access to the databases mentioned above. The exclusion criteria were studies that did not meet the study objectives.

3 THEORETICAL FRAMEWORK

3.1 Education in the 21st century

The world is changing and, for children to be prepared for this new world, it is necessary to change the way they are educated. In the 21st century, educators must create a curriculum that helps students connect with the world and understand the issues facing our world (AMARAL, 2009). Schools in the 21st century will become nerve centers, a place for teachers and students to connect with those around them and their community. Teachers in this new environment will become less

instructors and more orchestrators of information, giving children the ability to transform knowledge into wisdom (HENRIQUES, 2000).

To educate in the 21st century, teachers and administrators need to cultivate and maintain student interest in the material by showing how that knowledge applies to the real world.

They should also try to increase their students' curiosity, which will help them become lifelong learners. Next, they must be flexible with how they teach and give students the resources to continue learning outside of school (BONOTTO, 2008). There are many skills children will need to succeed in the 21st century. Here are some of the most important skills of the 21st century (LEANDRO, 2006):

● Ability to collaborate, work as a team;

● Critical thinking skills;

● Oral presentation skills;

● Written communication skills;

● Ability to use technology;

● Willingness to examine civic and global issues;

● Ability to conduct research to learn about issues and concepts;

● Opportunity to learn about new career opportunities.

In the ideal 21st century classroom, children are excited to go to school, and there are little to no disciplinary problems because everyone is eager to learn. In this type of classroom activities and lessons are related to the community, whether local or global. Students collaborate with people from different schools and different countries to learn about issues that affect us all, and how we can solve them today and in the future (CANASTRA, 2005).

The classroom curriculum is designed to incorporate many skills and intelligence levels, and makes use of technology and multimedia. The lessons are not textbook-based, instead they are project-based. Skills and content are learned through their research and projects, and textbooks are provided as one of many possible resources (VIEIRA, 2009).

A new addition to the 21st century curriculum is the study of ecological education and environmental issues. Children learn awareness of their world and real experts, such as scientists and politicians, are brought in to answer their questions (CARNEIRO, 2009). New schools in the 21st century will be bright and spacious, and children will have space to

group projects and individual tasks. Walls of student work will be hung, and there will be places for students to perform for their parents and community members. Students have full access to technology and, if possible, all students will have a laptop (SILVA, 2007).

Inside the school there will be laboratories and learning centers, as well as studios for art, music, theater and so on. Each classroom will be equipped with a television so that all students can watch school productions and other school presentations (CARVALHO, 2013).

Although it may take some time before schools and teachers are prepared to adequately educate in the 21st century, the results will be dramatic. Children will be engaged and eager to learn (RICOTTA, 2006).

In fact, they will continue learning at home and during vacations, and they will have the resources they need to continue learning no matter where they are. This ability to promote the love of learning is truly the role of education in the 21st century (COSTA, 2011).

3.1.1 21st Century Students

Growing with this level of technology means growing with a completely unprecedented amount of information at your fingertips. There are children who are never more than a few seconds away from the answers to their questions, with everything just a quick search away. They are able to teach themselves about any subject they are interested in without leaving their room (PEREIRA, 2014).

The current class of students comes from Generation Z and Generation Alpha. These two generations grew up with advanced technology as a given in their homes and classrooms. They are digital natives, as comfortable using apps and code as their grandparents were flipping through pages (MARQUES, 2008).

Generations Z and Alpha are also the most internationally connected in history. They meet people online from all over the world and can easily make friends on the other side of the planet before they even leave their home state (PIMENTAL, 2010).

Schools and parents are also increasingly offering children and young people the opportunity to travel, creating a truly borderless learning experience (PIRES, 2007).

Today's students are intelligent, independent and extremely capable. They are skilled in technology and are comfortable with global and intercultural communication. It can be expected that future generations will have even more experience in these areas (HENRIQUES, 2000).

3.2 Human values   for the 21st century

The 21st century promises to be a time of scientific and technological growth at a level never experienced in human history. This growth will provoke chaos, disruption, war, hunger and disease or introduce a period of humanistic cooperation, development, progress and peace (LEANDRO, 2006).

What emerges will depend on what values   are adopted, taught, encouraged and legislated. Value choices, which must be deliberately chosen and not left to chance, must be secular, global and familiar. Accepted values   must be adopted, taught, encouraged and supported internationally, nationally, locally and personally (VIEIRA, 2009).

This study represents some of the value choices, the ethical building blocks, that will allow the existence of a world of peace and harmony - a world in which human diversity is respected and tolerated and, at the same time, a world in which every individual will be enabled and encouraged to maximize their potential, without discrimination and in an atmosphere of freedom (SILVA, 2007).

Values   are ideas that guide action. In this they are similar to plans, goals, fears, intentions, policies, and so on. These are all ideas that guide us into action (RICOTTA, 2006).

Among these ideas, values, per se, concern the manner of our actions, and not the consequences (as with plans, goals and fears) or the simple fact of their performance (as with intentions and policies) (PEREIRA, 2014). There are several types of values, including (PIRES, 2007):

● how you intend to treat people (honestly, openly, generously, without compassion);

● how you intend to act in a more general way (bold, considered and carefully);

● how you intend to approach things (reverently, lightly);

● how you intend to keep things (simple, sensual, swinging, full of surprise).

A person's action-guiding ideas come from several places. But there is a place where values come from of particular importance: some values, called "personal values", result from a personal consideration about the best way to live (whether based on personal experiences or personal reflections) (PIMENTAL, 2010) .

Thus, personal values are made by compressing lived (or imagined) experience into some concrete maxim about what will work to live well. This maxim is then used to guide the person in various types of situations (MARQUES, 2008).

Values - like policies, plans and goals - are heuristics to help us avoid endless calculation every time we want to act. Instead of calculating in each conversation, in each moment, what to reveal and what to hide, a person defaults to the general value of being honest. So, values are a form of knowledge about what works in general, optimized for the improvisation of life (COSTA, 2011).

3.2.1 Emotions

Values are also updated due to new information, such as when a person is exposed to previously unknown consequences of a choice. The experience of having an emotion is the experience of reprioritization after recognizing a new value (often due to new information) (CARVALHO, 2013).

3.2.2 Social Life of Values

Although it is mostly subconscious, humans are always speaking and expressing their values, and this is the true basis for cooperation. "Contractualism" is trying to cooperate based on goals or plans, rather than values, and this limited form of cooperation makes it impossible to improvise (CARNEIRO, 2009).

Although a small number of values have names ("freedom", "equality", "honesty", "generosity"), most of them do not. But values without names can often be referred to by phrases ("honor the dead", "build team capacity to deal with problems together"). Much of human conversation amounts to asking the question

"What is important in such and such a situation?" And respond with valuable phrases of this type (CANASTRA, 2005).

Language emerged to communicate values. Language cannot keep up with the progress of values   - there are popular values   that are very difficult to express in words - but language tries to keep up anyway (BONOTTO, 2008).

When people can separate their personal values   and share them, other people can't help but be interested, even when they are from very different cultures, because a person's personal values   are ideas about how to live well and have the potential to be useful all of us (AMARAL, 2009).

The common thread in everything that people find meaningful: appreciation of nature, the advancement of art or science, the reorganization of human affairs, participation in common rites of parenthood, childhood, etc. - the common thread in all of this is the recognition of personal value and extension of wisdom. A "life of meaning" is simply one in which particular values   are tested, extended and expressed (PEREIRA, 2014).

FINAL CONSIDERATIONS

The objective of this study was to analyze education and values   in the 21st century. The world is changing and, for children to be prepared for this new world, it is necessary to change the way they are educated. In the 21st century, educators must create curriculum that helps students connect with the world and understand the issues facing our world.

According to the data analyzed in this study, it was possible to observe that the curriculum in the classroom is designed to incorporate many skills and levels of intelligence, and makes use of technology and multimedia.

The lessons are not textbook-based, instead they are project-based. Skills and content are learned through your research and projects, and textbooks are provided as one of many possible resources.

The 21st century promises to be a time of scientific and technological growth at a level never experienced in human history. This growth will bring about chaos, disruption, war, famine and disease or usher in a period of humanistic cooperation, development, progress and peace. By carrying out this study, it was found that personal values   are made by compressing the lived (or imagined) experience into some maximum

concrete about what will work to live well. This maxim is then used to guide the person in various types of situations.

With this, the importance of constantly updating teachers and managers of school institutions in the 21st century is highlighted so that education is significant in the student's life and the student is a citizen with ingrained values   towards others. Thus, this study concludes that technology has several possibilities to assist teaching-learning in the 21st century, but it is extremely important that the educator has the ability to know how to use technology and even if the information is changeable at all times, it is essential that human values   are added to the educational process.

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